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AUTHOR Anderlini, Lyn Starr
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ABSTRACT

The facilitator's manual offers information for conducting a workshop to teach basic team theory and skills which will enable regular and special educators as well as parents of handicapped children to form effective decision making individualized education program (IEP) teams. Listed among anticipated outcomes of the training session are to enable participants to: state the rationale for a team approach to educational decision making; state the major functions of a work group or team; utilize the task and interactive participation skills in IEP teams; identify the characteristics of an effective team; demonstrate active listening; send messages effectively; utilize a problem solving technique; and identify group decision making methods. General information includes an outline of the training purpose and outcomes, a program description, guidelines for program use, a checklist for advance preparation and needed materials, participant evaluation form, and agenda. Directions to the facilitator and the training text cover such topics as the IEP team, the instructional sequence, and the learning contract. Step by step guidelines are offered for various activities. Masters for overhead transparencies are provided. A list of references concludes the document. (SB)

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THE TEAM APPROACH TO EDUCATIONAL DECISION-MAKING:

INCREASING THE EFFECTIVENESS OF IEP TEAMS

FACILITATOR'S MANUAL FOR MODULE TWO

OVERVIEW

BY

Lyn Starr Anderlini

California Regional Resource Center

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FACILITATOR'S MANUAL

FOR

MODULE TWO: THE TEAM APPROACH TO EDUCATIONAL DECISION-MAKING:

INCREASING THE EFFECTIVENESS OF IEP TEAMS THROUGH TEAM DYNAMICS AND TEAM SKILLS

A skills Development Program

designed for the

California State Department of Education

Office of Special Education

by

Lyn Starr Anderlini

California Regional Resource Center

School of Education

University of Southern California

Judith M. Grayson, Ph.D., Director

June, 1979

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THE TEAM APPROACH TO EDUCATIONAL DECISION-MAKING: INCREASING THE EFFECTIVENESS OF IEP TEAMS THROUGH TEAM DYNAMICS AND TEAM SKILLS

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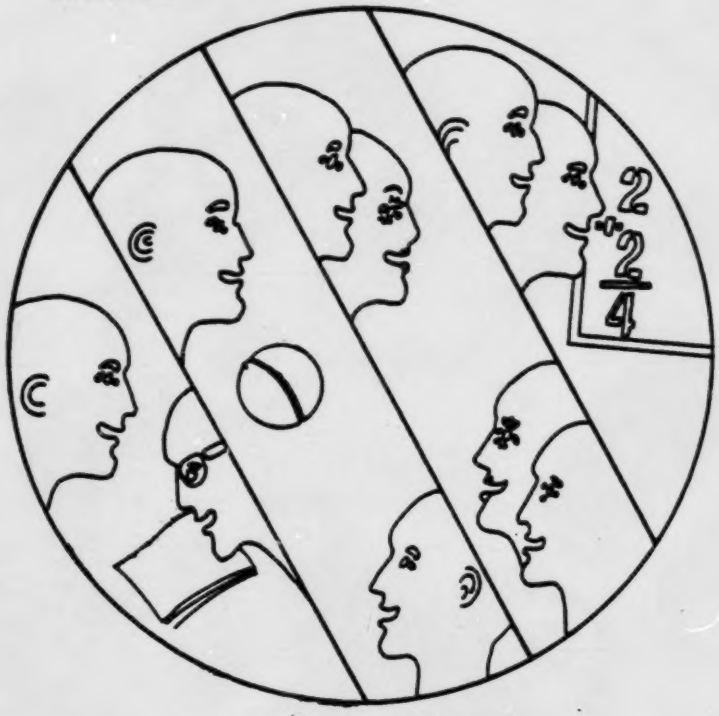
PREFACE

GROUPS PLAY A VITAL ROLE IN OUR LIVES. WE ARE BORN INTO A GROUP, OUR FAMILY, AND IMMEDIATELY EXPERIENCE THE INTERDEPENDENCE OF ALL HUMAN BEINGS. WHEN WE CONSIDER OUR FAMILY LIFE, OUR BUSINESS AND SOCIAL LIFE, WE REALIZE THAT MOST OF US WORK, PLAY, LIVE AND LEARN IN GROUPS. IN EACH OF THESE SETTINGS WE INTERACT WITH OTHERS TO SOLVE PROBLEMS AND MAKE DECISIONS. YET RARELY DO WE TAKE THE TIME TO OBSERVE THE MANNER IN WHICH WE AND OTHERS INTERACT AND PARTICIPATE IN GROUPS.



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MODULE TWO: THE TEAM APPROACH TO EDUCATIONAL DECISION-MAKING

TRAINING PURPOSE

To teach basic team theory and skills which will enable regular and special educators as well as parents to form effective decision-making IEP teams.

ANTICIPATED OUTCOMES

As a result of this training, participants will be able to:

- state the rationale for a team approach to educational decision-making;
- state the major functions of a work group or team;
- utilize the task and interactive participation skills in IEP teams;
- identify the characteristics of an effective team;
- demonstrate active listening;
- send messages effectively;
- utilize a problem-solving technique;
- identify group decision-making methods;

PROGRAM DESCRIPTION

TARGET AUDIENCE

Teams of principals, regular and special educators, and parents responsible for designing Individual Education Programs for individuals with exceptional needs.

FORMAT

Three components with alternating large group content presentations and small group activities; culminating activity is the development of written plans (by individual participants) to apply one new skill or idea. (See Overview of Training for more detailed description.) A follow-up session is strongly recommended.

TIME

Approximately six hours; can be presented on one day, or broken into two sessions. Additional time for follow-up should be planned.

FACILITATOR

One facilitator per fifteen participants. Facilitators should be knowledgeable about the provisions of P.L. 94-142 pertaining to the team approach; the realities of IEP terms; regular classroom teaching; and experienced in working with special and regular educators.

SETTING

One large meeting room with tables and chairs; small group meeting rooms (or areas) with tables and chairs.

MATERIALS

All content material needed for the module is included here. Overhead transparency masters are provided. Each section of Participant's Handbook and activities should be duplicated for each participant. File folders, or notebooks, in which participants may organize their materials, should be provided. Each facilitator must have a copy of the Trainer's Manual.

EQUIPMENT

Overhead projector and screen.

Chalkboard and chalk (optional).

HOW TO USE THIS PROGRAM

General Instructions

1. Review the Facilitator's Manual.
2. Identify your target audience.
3. Determine your final agenda based on your review of this module and your information about the target audience (i.e. have participants been been trained in other modules in this series?). Schedule breaks and build in time for participants to evaluate the training.
4. Adapt (as needed) the agenda provided; add the name of the facilitator who is responsible for each agenda item, as well as the time when each agenda item will take place (8:30 AM, 8:45, etc.).
5. Prepare large group content presentations, based on the presentation texts provided.
6. Prepare overhead transparencies.
7. Adapt activities so that they are appropriate for your group. Be sure you are familiar with the content of the Participant's Handbook as well as all activities.
8. Assign participants to small groups and make a list of the assignments.
9. Duplicate all participant materials on three-hole punched paper, to allow participants to insert into a binder if they so desire.
10. Obtain needed equipment and supplies.
11. Familiarize yourself with the training site in advance. Check seating arrangements, operation of heating, ventilation, and lighting systems. Locate electrical outlets.

Checklist for Advance Preparation & Materials Needed

___ Inform participants in advance about the agenda and the training design which calls for their commitment to skills application (see Component Three, Presentation III). Announce a follow-up session.

___ Assign 5 or 7 participants to a group. Use color or number code on name tags to indicate grouping.

___ Warm-Up Activity:

- duplicate one "Tea Party" booklet for each participant.

Overview of Training

___ Introduction

- duplicate anticipated outcomes pg.1 for each participant.
- prepare OV 1, OV 2, OV 3, OV 4.

___ Participant's Handbook:

- prepare OV 5, OV 6, OV 7, OV 8, OV 9.

___ Intructional Sequence:

- prepare OV 10.
- review questions for each stage of the Experiential Cycle.
- if necessary, write some sample questions on 3"x5" index cards as cues for debriefing each stage of the Experiential Cycle.

Component One

___ Participant's Handbook:

- duplicate entire Introductions and Team Dynamics section of Handbook, pgs. 1-21.
- secure three-hole binder for each participant.
- distribute binders before training begins.

___ Activity I:

- secure 7 to 10 small envelopes, 3 medium and large envelopes for each group.
- prepare 7 to 10 role play cards for each group.
- prepare Directions for Phases I, II and III for each group.
- duplicate one Observation Sheet for each group.

___ Presentation III

Optional Handout

- duplicate Tips for each participant.

___ Activity II

- duplicate one copy of Responsibility Definition Sheet for each group.
- duplicate one copy of the IEP team members for each group.

Component Two

___ Participant's Handbook:

- duplicate entire communication section of Handbook, pg. 1-17.

___ Activity I:

- a) Secure either 5"x8" cards or pins, or sheets of newsprint, markers and tape
- b) "What Did You Say?" list of conversation starters for each group

Component Three

___ Participant's Handbook:

- duplicate entire problem-solving/decision-making section of Handbook, pgs. 1-16.

___ Activity I:

- duplicate one copy of the Case Study for each participant.
- duplicate one copy of each of the five Role Descriptions for each group.
- duplicate one copy of the role play Synopsis
- duplicate one copy of "Scenes" for each participant.
- secure large sheets of newsprint, marking pens and tape.

___ Activity II:

- duplicate one copy of the Observation Sheet for each group.
- secure large sheets of newsprint, felt tip markers and tape.

___ Conclusion:

- duplicate three copies of the Summary Worksheet for Back Home application, pg. 17 of Participant's Handbook.

- secure carbon paper for participants' use in completing worksheet in duplicate.
- duplicate Participant Evaluation Forms.

___ General Materials:

- blank acetate with marking pens or chalkboard with chalk.

PARTICIPANT EVALUATION OF MODULE TWO

Please rate the extent to which this training was successful in meeting each of the anticipated outcomes.

Participants will be able to:

1. • State the rationale for a team approach to educational decision-making

Unsuccessful 1 2 3 4 5 Highly Successful

2. • State the major functions of a work group or team

Unsuccessful 1 2 3 4 5 Highly Successful

3. • Utilize the task and interactive participation skills in IEP teams

Unsuccessful 1 2 3 4 5 Highly Successful

4. • Identify the characteristics of an effective team

Unsuccessful 1 2 3 4 5 Highly Successful

5. • Send messages effectively

Unsuccessful 1 2 3 4 5 Highly Successful

6. • Demonstrate active listening

Unsuccessful 1 2 3 4 5 Highly Successful

7. • Utilize a problem-solving technique

Unsuccessful 1 2 3 4 5 Highly Successful

8. • Identify group decision-making methods

Unsuccessful 1 2 3 4 5 Highly Successful

PARTICIPANT EVALUATION OF MODULE TWO (Cont'd.)

9. What do you feel were the strengths of this training session?

_____

_____

_____

_____

_____

10. What suggestions would you offer for improving this training experience?

_____

_____

_____

_____

_____

AGENDA FOR MODULE TWO

The Team Approach to Educational Decision-Making:

Increasing the Effectiveness of IEP teams through Team Dynamics and Team Skills

WELCOME & INTRODUCTIONS

Approximate Times	
(15 mins.)	Warm-up Activity
(15 mins.)	Overview of Training
(5 mins.)	Learning Contract

COMPONENT ONE: TEAM DYNAMICS

(10 mins.)	Presentation I: "Included, Respected, and Liked"
(15 mins.)	Presentation II: "Everyone Shares the Responsibility of Leadership"
(30 mins.)	Activity 1: Bus Duty: A Multiple-Role-Play

BREAK

(15 mins.)	Presentation III: "Success Strategies"
(40 mins.)	Activity 2: "Defining Role Responsibilities"

LUNCH

COMPONENT TWO: TEAM SKILL-COMMUNICATION

(10 mins.)	Presentation I: "Interpersonal Communication"
(10 mins.)	Presentation II: "Communication Within a Team"

COMPONENT TWO, CONTINUED

(10 mins.) Presentation III: "Communication Bridges and Barriers"

(30 mins.) Activity 1: "What Did You Say?"

BREAK

COMPONENT THREE: TEAM SKILLS PROBLEM-SOLVING/DECISION-MAKING

(10 mins.) Presentation I: "Problem Solving is..."

(10 mins.) Presentation II: "Problem-Solving/Decision-Making Methods"

(30 mins.) Activity 1: "The Twenty Minute Rush: A Role Play"

(40 mins.) Activity 2: "Solving the Problem with S-T-P"

(30 mins.) Presentation III: "ACTION PLAN"

OVERVIEW: DIRECTIONS TO FACILITATOR

DIRECTIONS TO THE FACILITATOR - INTRODUCTION & OVERVIEW

NOTE: AS YOU PROCEED THROUGH THIS SET OF DIRECTIONS, PLEASE REFER TO THE AGENDA, OVERVIEW, AND THE OVERHEAD TRANSPARENCIES.

WELCOME

Greet and welcome participants, introduce yourself and other trainers. Remember facilitator as well as participants should wear name tags.

REVIEW AGENDA

Mention that the agenda reflects a planned instructional sequence, which will be explained more fully.

WARM-UP ACTIVITY

Begin the activity with a "Whip" such as, "What I gave up to come to this training is..." or "When I first enter a new group I...". Explain that a "Whip" is an incomplete sentence which participants complete with one or two words. If a participant does not want to complete the sentence he/she simply says "Pass." This activity is done quickly and the facilitator replies "Thank You" after each response.

IMPORTANT: THE MAIN PURPOSE OF THIS ACTIVITY IS TO PROVIDE EACH PARTICIPANT WITH AN EQUAL OPPORTUNITY TO SPEAK. THIS GIVES ALL PARTICIPANTS THE FEELING OF BEING INCLUDED AS PART OF THE GROUP. ALSO, IT PROVIDES THE FACILITATOR WITH AN OPPORTUNITY TO QUICKLY ASSESS THE GROUP'S DEGREE OF INVOLVEMENT, READINESS AND ATTITUDE ABOUT THE TRAINING.

Follow the "Whip" with an activity which allows participants to share facts, interests and feelings about themselves, such as the following:

- "Tea Party: An Ice Breaker"

  The purpose of this activity is to enable all participants to interact in a new group. This activity was chosen because it includes an exchange of partners, enabling all members to share with each other.

  Group size, time required, materials, physical setting and process are included with the activity. Variations for adapting this activity to the group are also included.

IMPORTANT: THE SERIES, A HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING, VOLUMES I-VII, WITH SIMILAR STRUCTURED EXPERIENCES, LISTED AT THE END OF THIS ACTIVITY, IS AVAILABLE IN THE PROFESSIONAL RESOURCES INCLUDED WITH THIS SERIES OF MODULES.

INTRODUCTION AND OVERVIEW

The purpose of this overview is:

- to provide participants with the purpose and anticipated outcomes of the training,
- to provide participants with a definition of a team and a rationale for a team approach,
- to provide participants with an explanation of the structure and the underlying learning sequence of the training.

IMPORTANT: THE PRESENTATION OF THIS OVERVIEW IS CRITICAL TO THE SUCCESS OF THE TRAINING. SINCE PARTICIPANTS ARE EXPECTED TO BE ACTIVELY INVOLVED THROUGHOUT THE TRAINING, A CLEAR UNDERSTANDING OF THE UNDERLYING STRUCTURE AND SEQUENCE OF THE LEARNING OPPORTUNITIES IS CRUCIAL.

Introduction and Purpose

- Present the introduction as it is written.
- Pass out a copy of the purpose to participants. This purpose statement is the first page of the Participant Handbook.
- Use Overhead transparency (OV 1) to present the purpose.

Anticipated Outcomes

- Review anticipated outcomes.
- Pass out a copy of the anticipated outcomes. Allow time for participants to put copy in Handbook.

Definition and Rationale

- Use O.V. 2 to present the definition of a team.
- Use O.V. 3 to illustrate the effect of an uncoordinated team effort.
- Use O.V. 4 to present the rationale for a team approach.

Structure of Training

- Briefly describe the three components.
- Point out basic team theory and team skills are covered in the presentations and activities.
- Briefly explain the format of the Participant Handbook.
- Use overhead transparencies of each of the following:
  - Self-Assessment Form (OV 5)
    - Explain that the purpose of this form is to help participants assess their behaviors in different situations. There are no wrong or right answers and they do not have to share their answers with others.
    - Point out that each component will begin with a self-assessment form.
  - Concept Aid (OV 6)
    - Point out that the Concept Aids list the key points the facilitator will be covering in the presentations.
    - Explain the Concept Aids are a form of "advanced organizers" which enable participants to listen for main ideas or key concepts during presentations.

- Suggest participants use the Concept Aids to record any additional information they consider important as the facilitator gives the presentations.

✓ • Check for Understanding (OV 7)

- Explain the purpose of the checks is to provide participants with a chance to check their understanding of certain key points of your presentation.
- Point out these are self-checking and the answers are at the bottom of the page, upside down.

• List of Skills (OV 8)

- Explain to participants this checklist provides an opportunity to evaluate which skills they have learned and which still need more practice.

• Worksheet for Identification - Back Home Application (OV 9)

- Point out worksheets are found at the end of each component.
- Explain that the worksheet enables participants to identify which skills they have learned, and the way they can use them in an educational setting.

Instructional Sequence

- Explain the instructional sequence.
- Point out a presentation is followed by the 5 steps of the Experiential Learning Cycle.
- Using O V 10 briefly explain the Experiential Learning Cycle and the reason for using this approach.
- Distribute copies of the Experiential Learning Cycle, page 1 in the Participant's Handbook, Component One.

Many of the following questions focus on and will elicit similar responses, but they offer you a variety of ways to solicit feedback.*

Experiencing Phase

These questions are provided in case the facilitator meets a participant's resistance to beginning the training.

- What do you need to know to...?
- Would you be willing to try?
- Could you be more specific?
- Could you offer a suggestion?
- What would you prefer?
- What is your objection?
- If you could guess at the answer, what would it be?
- Can you say that in another way?
- What is the worst/best that could happen?
- What else?
- And?
- Would you say more about that?

Publishing Phase

Participants have completed the experience. Questions are directed toward generating data.

- Who would volunteer to share? Who else?
- What went on/happened?
- How did you feel about that?
- Who else had the same experience?
- Who reacted differently?
- Were there any surprises/puzzlements?

* Pfeiffer, J. William & Jones, John, 1974.

- How many felt the same?
- How many felt differently?
- What did you observe?
- What were you aware of?

Interpreting Phase

Participants now have data. Questions are directed toward making sense of that data for the individual and the group.

- How did you account for that?
- What does that mean to you?
- How was that significant?
- How was that good/bad?
- What struck you about that?
- How do those fit together?
- How might it have been different?
- Do you see something operating there?
- What does that suggest to you about yourself/your group?
- What do you understand better about yourself/your group?

Generalizing Phase

Participants work toward abstracting from the specific knowledge they have gained about themselves and their group to superordinate principles. Questions are directed toward promoting generalizations.

- What might we draw/pull from that?
- Is that plugging in to anything?
- What did you learn/relearn?

- What does that suggest to you about _____ in general?
- Does that remind you of anything?
- What principle/law do you see operating?
- Does that remind you of anything?
- What does that help explain?
- How does this relate to other experiences?
- What do you associate with that?
- So what?

Applying Phase

Participants are concerned with utilizing learning in their real-world situation. Questions are directed toward applying the general knowledge they have gained to their personal and/or professional lives.

- How could you apply/transfer that?
- What would you like to do with that?
- How could you repeat this again?
- What could you do to hold on to that?
- What are the options?
- What might you do to help/hinder yourself?
- How could you make it better?
- What could be the consequences of doing/not doing that?
- What modifications can you make for you?
- What could you imagine/fantasize about that?

Learning Contract

- Review the Learning Contract.
- Explain the purpose of the contract.
- Stress the idea that the participant is responsible for learning from the experiences and the importance of confidentiality.
- Allow participants 5 minutes to read and sign contract.

OVERVIEW: TEXT

OVERVIEW OF TRAINING

INTRODUCTION AND PURPOSE

Public Law 94-142, the Education for All Handicapped Children Act, was passed in response to findings that many individuals with exceptional needs were not receiving an appropriate education. This landmark legislation guarantees the right of all individuals, regardless of handicapping conditions, 1) to a free appropriate public education, 2) in the least restrictive environment. Adherence to a decision-making process, which is governed by due process procedures, is required to implement these two key components.

This decision-making process is the shared responsibility of a group of people. Both Federal and State regulations acknowledge the "intrinsic value" of a team approach to educational decision-making. These phases include decisions regarding the identification, assessment, placement, programming and review of educational programs.

One person is no longer responsible for making an "in" or "out" decision. These decisions are of a more complex nature requiring the diverse skill and knowledge of placement and programming options. This expands the decision-making process beyond a single individual to a collaborative effort with shared responsiblity. This collaborative effort is the foundation of a team approach to education decision-making.

THE PURPOSE OF THIS TRAINING IS TO TEACH BASIC TEAM THEORY AND SKILLS WHICH WILL ENABLE REGULAR AND SPECIAL EDUCATORS AS WELL AS PARENTS TO FORM EFFECTIVE DECISION-MAKING TEAMS. (OV 1)

This training is designed specifically for regular classroom teachers participating in IEP meetings, but the concepts and skills can be utilized by all members of an IEP team.

ANTICIPATED OUTCOMES

As a result of this training, participants will be able to:

- state the rationale for a team approach to educational decision-making,
- state the major functions of a work group or team,
- utilize the task and interactive participation skills in IEP teams,
- identify the characteristics of an effective team,
- demonstrate active listening,
- send messages effectively,
- utilize a problem-solving technique, and
- identify group decision-making methods.

DEFINITION

What is a team? According to Webster, a team is "a group of people working together." Team action is defined as a "division of effort meshed into a single coordinated result; where the whole is more, and different than the sum of its individual parts."[1] For the purpose of this training the idea of team and team action have been combined into one definition:

A TEAM IS A UNIFIED GROUP OF PEOPLE WITH SPECIAL INDIVIDUAL SKILLS AND EXPERTISE WHO JOIN TOGETHER IN A COOPERATIVE PROBLEM-SOLVING PROCESS TO REACH A SHARED GOAL. (OV 2)

1. Robert Blake and Jane Mouton, 1964, p. 153.

RATIONALE

The shared goal of an IEP team is to provide each student with an appropriate education in the least restrictive environment. All of us involved in education understand the need for a cooperative and coordinated effort to accomplish this goal. IEP teams are required to make complex decisions which affect each student's life. A team approach can be a powerful mechanism for making these complex education decisions. Yet a team approach has often been criticized. The saying "A camel is a horse designed by a team", can be quite accurate. (OV 3) Team deliberation can be an unproductive use of time; especially if goals are unclear, members are unprepared, leadership is poor, or commitment to task is lacking. Many people also argue that group participation leads to a loss of individual creativity and the dampening of independent effort. On the other hand, in effective teams, independent effort is encouraged and enhanced. Members recognize that the quality of their collective effort is increased as each member becomes more skilled. In a true collective effort "Each person shoulders a different part of the total job, with each having a 100 percent responsibility for success of the whole...".[2]

A team approach can be a dynamic tool capable of harnessing individual expertise in a collective effort. Students as well as principals, teachers, and parents benefit from this collective effort.

A team approach is beneficial to students because it: (OV 4)

1. can increase the coordination of instructional services and promote planning for the "whole child"

2. William Dyer - 1977, p. 18.

2. utilizes the combined thinking of administrative, instructional, and support personnel in finding a more cohesive solution to learning problems

3. increases the involvement of different types of personnel in serving the student.

A team approach is beneficial to education team members because it:

1. promotes greater support for each other in carrying out team functions;

2. clarifies the responsibility and authority of each member in reaching agreed upon goals;

3. encourages the recognition and acceptance of differences among members;

4. provides efficient handling of problems and decisions with greater participation of all members;

5. increases the effective use of each other as resources.

STRUCTURE OF TRAINING

This training is comprised of three components. Component One, Team Dynamics has presentations and activities designed to share information about basic team theory. Component Two, Communication Skills and Component Three, Problem-Solving/Decision-Making have presentations and activities designed to teach basic team skills.

The primary purpose of the PARTICIPANTS HANDBOOK is to highlight the key concepts covered in each of the components. It contains the following materials:

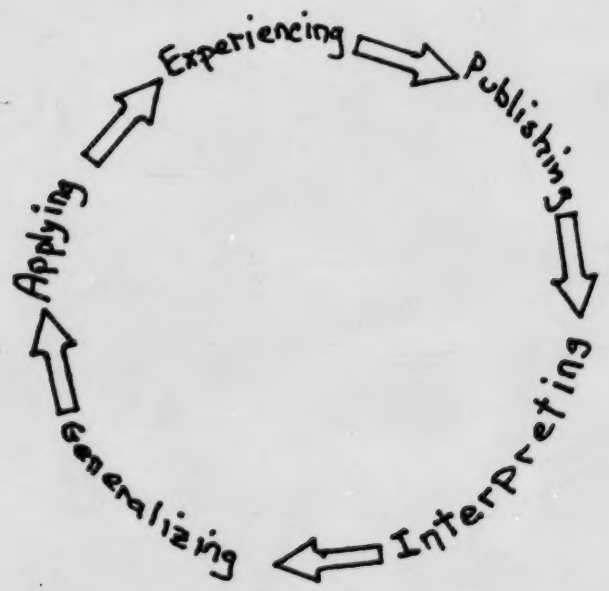
- Self-Assessment Form (OV 5)
- Concept Aid (OV 6)
- ✓ Check for Understanding (OV 7)
- List of Skills (OV 8)
- Worksheet for Identification and Backhome Application (OV 9)

INSTRUCTIONAL SEQUENCE

Each component has a specific instructional sequence. The sequence begins with a brief presentation followed by an experiential learning cycle. The presentation provides background information on specific concepts and focuses participants on key points of the concept. Experiential learning is based on structured activities which reinforce those same key points. By participating in simulated activities, participants are able to experience and derive learning from that experience. This approach to learning is based on the idea that real learning is preceded by experiencing.

Five revolving steps are included in the experiential model. (OV 10)

THE EXPERIENTIAL LEARNING CYCLE



Definitions of Each Stage of the Cycle

Experiencing:

The process starts with experiencing an activity which focuses on the particular skill or learning goal. This phase is the basis of the entire cycle.

Publishing:

Publishing gives the participants an opportunity to describe what they experienced in the exercise.

Interpreting:

The participants are asked to theorize about their experience. They describe what the experience meant to them and how they interpret their experience.

Generalizing:

Normally this is done by the facilitator who shares with the participants a larger theoretical context to which their experience relates. Key points of the concept addressed in the presentations are reviewed.

Applying:

Now people are ready to explore how to use what they've learned from the exercise in a real-life setting.

LEARNING CONTRACT[3]

I understand that I will be taking an experimental approach to learning about groups and the skills needed to function effectively in a team. I willingly commit myself to the statements hereunder:

1. I will use the structured experiences in this training:
   - to engage in specified behaviors,
   - to seek out feedback about the impact of my behavior on others,
   - to analyze my interpersonal interactions with other members in order to make the most of my learning.

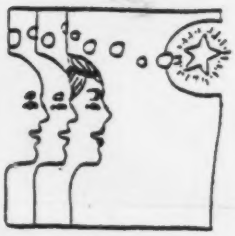
2. I will make the most of my own learning by:
   - setting personal learning goals,
   - taking responsibility for my own learning,
   - being willing to practice new skills
   - building conclusions about the experiences highlighted in the activities and Concept Aids.

3. I will help others make the most of their learning by:
   - providing feedback in constructive ways.
   - contributing to the formulation of conclusions about the experience, highlighted in the activities and Concept Aids.

Signed_____

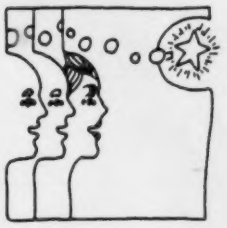
[3] Adapted from David Johnson and Frank Johnson, 1975, p. 15.

OVERHEAD TRANSPARENCIES



PURPOSE

THE PURPOSE OF THIS TRAINING IS TO TEACH BASIC TEAM THEORY AND SKILLS WHICH WILL ENABLE REGULAR AND SPECIAL EDUCATORS AS WELL AS PARENTS TO FORM EFFECTIVE DECISION-MAKING TEAMS.



AN EFFECTIVE TEAM

A TEAM IS A UNIFIED GROUP OF PEOPLE

WHO JOIN TOGETHER IN A

COOPERATIVE PROBLEM-SOLVING

PROCESS TO REACH A SHARED GOAL.

AN INEFFECTIVE TEAM

IF:

- GOALS ARE UNCLEAR
- MEMBERS UNPREPARED
- LEADERSHIP IS POOR
- COMMITMENT TO TASK IS LACKING

TEAM DELIBERATION IS UNPRODUCTIVE.

THE SAYING *"A CAMEL IS A HORSE DESIGNED BY A TEAM"*, CAN BE QUITE ACCURATE.

RATIONALE

A TEAM APPROACH IS BENEFICIAL TO EDUCATION TEAM MEMBERS BECAUSE IT:

1. PROMOTES GREATER SUPPORT FOR EACH OTHER IN CARRYING OUT TEAM FUNCTIONS.
2. CLARIFIES THE RESPONSIBILITY AND AUTHORITY OF EACH MEMBER IN REACHING AGREED UPON GOALS.
3. ENCOURAGES THE RECOGNITION AND ACCEPTANCE OF DIFFERENCES AMONG MEMBERS.
4. PROVIDES EFFICIENT HANDLING OF PROBLEMS AND DECISIONS WITH GREATER PARTICIPATION OF ALL MEMBERS.
5. INCREASES THE EFFECTIVE USE OF EACH OTHER AS RESOURCES.

MY TEAM BEHAVIOR SELF-ASSESSMENT FORM

1. I OFFER FACTS, GIVE MY OPINIONS AND IDEAS, PROVIDE SUGGESTIONS AND RELEVANT INFORMATION TO HELP THE GROUP DISCUSSION.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

2. I GIVE SUPPORT TO GROUP MEMBERS WHO ARE ON THE SPOT AND STRUGGLING TO EXPRESS THEMSELVES INTELLECTUALLY OR EMOTIONALLY.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

3. I KEEP MY THOUGHTS, IDEAS, FEELINGS, AND REACTIONS TO MYSELF DURING GROUP DISCUSSIONS.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 ALWAYS

4. I EVALUATE THE CONTRIBUTIONS OF OTHER GROUP MEMBERS IN TERMS OF WHETHER THEIR CONTRIBUTIONS ARE USEFUL TO ME AND WHETHER THEY ARE RIGHT OR WRONG.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

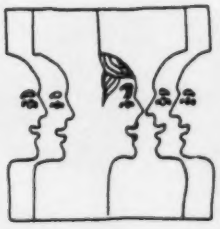
5. I TAKE RISKS IN EXPRESSING NEW IDEAS AND CURRENT FEELINGS DURING A GROUP DISCUSSION.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

CONCEPT AID

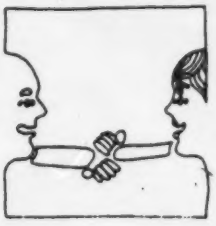
THREE MAJOR INTERPERSONAL NEEDS

INCLUSION
→ **TO FEEL**
→ **INCLUDED**



INFLUENCE
→ **TO FEEL**
→ **RESPECTED**

AFFECTION
→ **TO FEEL**
→ **LIKED**



✔ FOR UNDERSTANDING

SENDING SKILLS

___ 1. **THE BASIC RULE FOR SENDING EFFECTIVE MESSAGES IS:**

A. BE ABSOLUTE RATHER THAN TENTATIVE

B. BE RESPONSIBLE FOR STATING YOUR IDEAS AND FEELINGS SPECIFICALLY AND CLEARLY

C. SPEAK UP FOR OTHER MEMBERS WHO ARE TOO SHY TO SPEAK FOR THEMSELVES

___ 2. **IT IS GOOD COMMUNICATION PRACTICE WHEN SENDING MESSAGES TO: (CHOOSE THREE)**

A. BE REDUNDANT, — USE MORE THAN ONE WAY OF GETTING MESSAGE ACROSS

B. BE ABSOLUTE

C. CLEARLY OWN YOUR MESSAGE

D. BE SURE VERBAL AND NON-VERBAL MESSAGE CONVEY SAME MEANING

(ANSWERS: 1. C, 2. A, C, D)

LIST OF COMMUNICATION SKILLS

___I CAN EFFECTIVELY SEND AN 'I MESSAGE'.

___I CAN EFFECTIVELY PARAPHRASE.

___I CAN EFFECTIVELY USE PERCEPTION CHECKING.

___I CAN RECOGNIZE ONE-WAY COMMUNICATION.

___I CAN RECOGNIZE TWO-WAY COMMUNICATION.

___I CAN CONTRIBUTE ALL RELEVANT INFORMATION I HAVE TO A GROUP'S DISCUSSION.

THE SKILLS I NEED FURTHER WORK ON ARE:

_____

_____

_____

_____

WORKSHEET FOR IDENTIFICATION AND BACKHOME APPLICATION

SKILLS WHICH I HAVE LEARNED IN THIS EXERCISE:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

WAYS IN WHICH I CAN USE THESE SKILLS IN EDUCATIONAL SETTINGS:

SKILLS	WAYS
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

THE EXPERIENTIAL LEARNING CYCLE

FIVE REVOLVING STEPS

- EXPERIENCING
- PUBLISHING
- INTERPRETING
- GENERALIZING
- APPLYING

WARM UP ACTIVITY

TEA PARTY:

AN ICE BREAKER

Purpose

I. To enable all participants to interact in a new group.

II. To promote acquaintance and a feeling of interaction in a new group.

Group Size

Four to eighteen members.

Time Required

Fifteen minutes. Refer to variations listed to deal with time element.

Materials

One Tea Party Booklet for each member. (The booklet should be prepared in such a way that participants are presented statements one at a time.)

Physical Setting

Enough room for participants to move around and converse freely in two lines, facing each other.

Process

I. The facilitator introduces the activity as an opportunity for members to get to know one another in a fanciful way. He reminds them of the scene in ALICE IN WONDERLAND in which Alice came upon a tea party attended by the Mad Hatter, the Dormouse (who seemed to be asleep most of the time), and the March Hare. They spent the time telling each other stories, and when they had used

their dishes, instead of washing them, they simply moved around the table to clean places. The facilitator tells the participants that they have been invited to just such a tea party.

II. The facilitator instructs the participants to arrange themselves standing in two lines facing each other, with a comfortable distance between them, as though they were seated across a long table. If there is an odd number of members, one member takes the position at "the head of the table."

EVEN NUMBER	ODD NUMBER
XXXXXX	XXXXXX
	X
XXXXXX	XXXXXX

III. The facilitator distributes a Tea Party Booklet to each member. He tells them that the activity consists of a series of paired conversations. Each pair will share one topic (one page of the booklet) for at least two minutes. Then each member will move one place to the left, turn the page, and share the next topic with a new partner. The activity will continue until each member has shared with every other member.

IV. The facilitator explains that since the Dormouse is asleep during most of the tea party and may be trampled in the shuffle, one person must "sit" with him during each round. If there is an *even* number of members, one member will volunteer to remain with the imaginary Dormouse while the rest of the members rotate. This person will share in the dialog with whoever is across from him. If there is an *odd* number of group members, all members rotate, but the person at the head of the table during each round - the "Dormouse sitter" - will not have a partner for that round (this person may keep time for the round.)

V. The facilitator tells the members to open their books to page 1 and to begin the first round of sharing. He (or the odd-numbered Dormouse sitter) calls time for each round and instructs

the members to move on to the next partner and the next topic for sharing.

VI. When all members have shared with each other, the facilitator assembles the group and leads a discussion of the experience. He/She may focus on such discussion items as:

Debriefing

1. Was it easy or difficult to share the topics? ("on a scale of one to ten...")
2. What happened during the sharing process?
3. What were your feelings *during* the activity and *about* the experience?
4. What did you learn from the experience?
5. How can these learnings be applied in the group and in other situations?

VII. If the group has an odd number of members, they can be asked to comment on what they observed during their inactive rounds as "Dormouse sitters."

Variations

I. If there are fewer than eighteen members, participants can be instructed either to continue rotating until the booklet is completed or to pair off with their last "new" partner in the cycle and continue the sharing process in dyads.

II. The booklet can be used exclusively in dyads, without the tea-party structure.

III. The content of the booklet can be edited to fit the purposes of the group.

SIMILAR STRUCTURED EXPERIENCES: Vol. I: Structured Experience 5; Vol. II: 25; Vol. III: 49, 70; Vol. IV: 101, 123, in Pfeiffer, J. William & Jones, J., A Handbook of Structured Experiences for Human Relations Training, Volumes I-VII,1974

TEA PARTY

AN ICE BREAKER

INSTRUCTIONS:

WITH EACH NEW PARTNER, TURN TO A NEW PAGE IN THIS BOOKLET AND TAKE TURNS SHARING THE TOPIC PRINTED THERE. DO NOT SKIP PAGES. DO NOT LOOK AHEAD IN THIS BOOKLET.

ONE OF MY FAVORITE TIMES OF YEAR IS.....

A PLEASANT MEMORY FROM MY CHILDHOOD IS ASSOCIATED WITH.....

QUICKLY CHOOSE ONE OF THE FOLLOWING OR FILL IN YOUR OWN SUBJECT:

THE FIRST TIME I:

- TRIED TO SWIM, I.....
- WAS AWAY FROM HOME OVERNIGHT, I.....
- KISSED SOMEONE OUTSIDE THE FAMILY, I.....
- PERFORMED BEFORE A GROUP, I.....
- WENT OUT ON A REAL "DATE", I.....

A PERSON WHOM I WOULD LIKE TO VISIT IS.....

ONE OF MY FAVORITE SPOTS TO SPEND SOME TIME IS.....

(CONTINUE)

IF I COULD TAKE YOU THERE RIGHT NOW, I.....

IF I COULD CHANGE MY VOCATION (JOB), I WOULD.....

PARAPHRASE YOUR PARTNER'S RESPONSE:

"WHAT I HEAR YOU SAYING IS....."

I AM EAGERLY LOOKING FORWARD TO (SOMETHING ANYTIME IN THE FUTURE).....

LOOK OVER THE PAST PAGES AND PICK ONE TOPIC YOU WOULD LIKE

TO RETURN TO AND SHARE THAT WITH THIS PARTNER.

PICK ONE:

WHEN I FIRST GOT TOGETHER WITH THE CHIEF SIGNIFICANT OTHER PERSON IN MY LIFE RIGHT NOW (SPOUSE, LOVER, GOOD FRIEND, ETC.), I.....

WHAT I REMEMBER MOST ABOUT MY CLOSEST CHILDHOOD FRIEND IS.....

WHEN I CAN FIND SOME TIME TO BE ALONE, I LIKE TO.....

GIVE YOUR PARTNER SOME"IMPRESSIONS" AS FEEDBACK:

"YOU SEEM TO BE A PERSON WHO....."

I CAME TO THIS SESSION BECAUSE.....

(IF TIME PERMITS)

SO FAR DURING THIS TEA PARTY I HAVE FELT.....

THREE THINGS THAT I THINK I AM REALLY GOOD AT ARE.....

SHARE WITH YOUR PARTNER A PERSONAL SUCCESS THAT YOU HAVE EXPERIENCED AND WHAT IT MEANS TO YOU.

A PROBLEM THAT I AM DEALING WITH RIGHT NOW IS.....

PICK A TOPIC FROM THE LAST PAGES AND ASK YOUR PARTNER TO

TELL YOU HIS OR HER ANSWER TO IT.

NOW THAT WE HAVE REACHED THE LAST PAGE IN THIS BOOKLET,

I FEEL.....

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REFERENCES

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